



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

North Hialeah Elementary School

4251 E 5TH AVE

Hialeah, FL 33013

305-681-4611

<http://nhes.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 88%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

North Hialeah Elementary Schl

Principal

Yanelys Canales

School Advisory Council chair

Zunilda Parrondo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Yanelys Canales	Principal
Ana Del Cristo	Assistant Principal
Ivette Carballeira	Reading Coach
Denise Algaze	Writing Coach
Jessica Hernandez	Math/Science Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1, Assistant Principal- 1, UTD Steward – 1, Teachers – 6, Alternate Teachers- 3, Parents – 6, Alternate Parents- 1, Educational Support- 1, Alternate Educational Support- 1, Student – 1, Alternate Student- 1, BCR – 3

Involvement of the SAC in the development of the SIP

The SAC is actively involved in the evaluation of school performance data and preparation of the school's improvement plan as well as our annual budget.

Activities of the SAC for the upcoming school year

The SAC will meet once a month and discuss the SIP goals throughout the school year as well as ways to improve instructional strategies and curriculum to raise test scores.

Projected use of school improvement funds, including the amount allocated to each project

The SAC will purchase projectors so that reading teachers may utilize the new reading series (McGraw-Hill Wonders) to its full advantage as noted in goal 1- Reading. The amount allocated for the projectors is 800.00.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Yanelys Canales

Principal

Years as Administrator: 20

Years at Current School: 2

Credentials

BS- Elementary
Education
MS-Elementary
Education
Certification(s):
Elementary
Education,
School Principal

Performance Record

2013 – School Grade – B
Rdg. Proficiency, 50%
Math Proficiency, 51%
Rdg. Lrg. Gains, 65 points
Math Lrg. Gains, 55 points
Rdg. Imp. of Lowest 25% - 63 points
Math Imp. of Lowest 25% - 48 points
Rdg. AMO –No
Math AMO–No
2012 — School Grade – A
Rdg. Proficiency, 53%
Math Proficiency, 56%
Rdg. Lrg. Gains, 77 points
Math Lrg. Gains, 76 points
Rdg. Imp. of Lowest 25% - 89 points
Math Imp. of Lowest 25% - 81 points
Rdg. AMO –Yes
Math AMO–Yes
2011 — School Grade –C
High Standards Rdg. 60
High Standards Math 49
Lrng Gains-Rdg. 59
Lrng Gains-Math 52
Gains-Rdg-25% 64
Gains-Math-25% 55
2010 — School Grade –C
High Standards Rdg. 60
High Standards Math 56
Lrng Gains-Rdg. 61
Lrng Gains-Math 66
Gains-Rdg-25% 67
Gains-Math-25% 67
2009 — School Grade –B
High Standards Rdg. 62
High Standards Math 57
Lrng Gains-Rdg. 42
Lrng Gains-Math 63
Gains-Rdg-25% 68
Gains-Math-25% 66

Ana Del Cristo

Asst Principal

Years as Administrator: 6

Years at Current School: 3

Credentials

Degree(s):
 BS- Elementary
 Education
 MS- Educational
 Leadership
 Certification(s):
 Elem. Ed., ESOL,
 ED Leadership

Performance Record

2013 – School Grade – B
 Rdg. Proficiency, 50%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% - 63 points
 Math Imp. of Lowest 25% - 48 points
 Rdg. AMO –No
 Math AMO–No
 2012 — School Grade – A
 Rdg. Proficiency, 53%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 89 points
 Math Imp. of Lowest 25% - 81 points
 Rdg. AMO –Yes
 Math AMO–Yes
 2011 — School Grade –B
 High Standards Rdg. 71
 High Standards Math 73
 Lrng Gains-Rdg. 70
 Lrng Gains-Math 57
 Gains-Rdg-25% 60
 Gains-Math-25% 69
 2010 — School Grade –A
 High Standards Rdg. 80
 High Standards Math 77
 Lrng Gains-Rdg. 71
 Lrng Gains-Math 69
 Gains-Rdg-25% 62
 Gains-Math-25% 62
 2009 — School Grade –A
 High Standards Rdg. 81
 High Standards Math 79
 Lrng Gains-Rdg. 57
 Lrng Gains-Math 73
 Gains-Rdg-25% 66
 Gains-Math-25% 74

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ivette Carballeira

Full-time / School-based

Years as Coach: 4

Years at Current School: 12

Areas

Reading/Literacy

Credentials

BS- Elementary Education
 MS- Reading and Exceptional Student Education
 Certifications: Elementary Education 1-6, ESOL Endorsement and Gifted Endorsement

Performance Record

2013 – School Grade – B
 Rdg. Proficiency, 50%
 Rdg. Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% - 63 points
 Rdg. AMO –No
 2012 — School Grade – A
 Rdg. Proficiency, 53%
 Rdg. Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 89 points
 Rdg. AMO –Yes
 2011 — School Grade –B
 High Standards Rdg. 71
 Lrng Gains-Rdg. 70
 Gains-Rdg-25% 60
 2010 — School Grade –A
 High Standards Rdg. 71
 Lrng Gains-Rdg. 68
 Gains-Rdg-25% 75
 2009 — School Grade –A
 High Standards Rdg. 73
 Lrng Gains-Rdg. 64
 Gains-Rdg-25% 62

Denise Algaze

Full-time / School-based

Years as Coach: 8

Years at Current School: 22

Areas

Other

Credentials

BS- Elementary Education

Certifications: Elementary Education 1-6, Primary Ed K-3, ESOL Endorsement

Performance Record

2013 – School Grade – B

Rdg. Proficiency, 50%

Rdg. Lrg. Gains, 65 points

Rdg. Imp. of Lowest 25% - 63 points

Rdg. AMO –No

2012 — School Grade – A

Rdg. Proficiency, 53%

Rdg. Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% - 89 points

Rdg. AMO –Yes

2011 — School Grade –B

High Standards Rdg. 71

Lrng Gains-Rdg. 70

Gains-Rdg-25% 60

2010 — School Grade –A

High Standards Rdg. 71

Lrng Gains-Rdg. 68

Gains-Rdg-25% 75

2009 — School Grade –A

High Standards Rdg. 73

Lrng Gains-Rdg. 64

Gains-Rdg-25% 62

Jessica Hernandez		
Part-time / School-based	Years as Coach: 2	Years at Current School: 6
Areas	Mathematics, Science	
Credentials	BS- Elementary Education Certification: Elementary K-6, ESOL Endorsement	
Performance Record	2013 – School Grade – B Math Proficiency, 51% Math Lrg. Gains, 55 points Math Imp. of Lowest 25% - 48 points Math AMO–No 2012 — School Grade – A Math Proficiency, 56% Math Lrg. Gains, 76 points Math Imp. of Lowest 25% - 81 points Math AMO–Yes 2011 — School Grade –B High Standards Math 73 Lrng Gains-Math 57 Gains-Math-25% 69 2010 — School Grade –A High Standards Math 75 Lrng Gains-Math 68 Gains-Math-25% 75 2009 — School Grade –A High Standards Math 69 Lrng Gains-Math 72 Gains-Math-25% 76	

Classroom Teachers

# of classroom teachers	43
# receiving effective rating or higher	43, 100%
# Highly Qualified Teachers	72%
# certified in-field	43, 100%
# ESOL endorsed	38, 88%
# reading endorsed	2, 5%
# with advanced degrees	15, 35%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

28, 65%

with 15 or more years of experience

15, 35%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Attends job fairs to recruit potential applicants. -Principal
2. Partnering new teachers with a mentor teacher trained through the Mentoring and Induction for New Teachers (MINT) and New Educator Support Team (NEST). -Assistant Principal
3. Providing opportunities for ongoing professional development based on needs assessment. – PD Liaison and Instructional Coaches
4. Teachers participate in Professional Learning Communities (PLCs). –PD Liaison and Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Beginning teachers with 1-3 years of experience will be paired up with one of the trained mentors of the MINT and NEST program. Mentors and mentees will meet at the beginning of the school year to develop a strategic plan needed to help the beginning teacher succeed. They will also meet on a weekly basis to discuss concerns the new teacher is having. In addition, the mentor will schedule classroom observations for and of the mentee and model lessons as necessary.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tier 1(Leadership Team)

Principal- Yanelys Canales

Assistant Principal- Ana Del Cristo

- Provides a common vision for the use of data-based decision making, ensures that the school-based team is
- implementing MTSS/Rtl plan, conducts assessment of the MTSS/Rtl skills of school staff, ensures
- implementation of intervention support and documentation, ensures adequate professional development is
- conducted to support MTSS/Rtl implementation, and communicates with parents regarding school-

based MTSS/RtI plans and activities.

General Education Teachers:

Primary Teacher- Mirna Miranda

Intermediate Teacher- Cecilia Valera

Gifted Teacher- Zunilda Parrondo

- Provides information about core instruction,
- participates in student data collection,
- delivers Tier 1 instruction/intervention,
- collaborates with other staff to implement Tier 2 interventions
- integrates Tier 1 materials/instruction with Tier 2/3 activities

Counselor- Yolanda Soles

- Participates in the collection, development, and interpretation of student data in the Student Services Plan for the Tier 1, 2, and 3 students

Social Worker- Jorge Toyos

- Conducts and prepares a brief family history about the social and behavioral background of the students

School Psychologist- Carmen Coleman

- Participates in collection, interpretation, and analysis of data
- facilitates development of intervention plans
- provides support for intervention fidelity and documentation;
- program evaluation and facilitates data-based decision making activities.

English Language Learners (ELL)- Maria Bacelo

- Serves as advisor in the academic progress of ELL students,
- assesses language acquisition through ESOL Placement Test
- monitors the ELL requirements involving LEP Plan.

Exceptional Student Education (ESE)- Ileana Jimenez

- Participates in student data collection,
- integrates core instructional activities/materials to meet students' needs
- collaborates with general education teachers through such activities as co-teaching

In addition to Tier 1 problem solving, the Leadership Team members will meet once a month to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team (Principal, Assistant Principal, Reading Coach, Counselor and Psychologist) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academics:

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- District Math and Science assessments
- FCAT
- Student grades
- Monthly Assessments

Behavior:

- Student Case Management System
- Student Support Plan
- Detentions
- Referrals by student behavior, staff behavior, and administrative context
- School climate surveys
- Attendance
- Referrals to special education programs: Behavior Intervention Plan (BIP) or Functional Assessment of Behavior (FAB)
- Functional Assessment
- Frequency Monitoring

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will provide strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes and conduct ongoing data-driven professional development activities that align to core student goals and staff needs.

In addition, the school will participate in the MTSS district professional development which consists of:

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,460

Through a Title III grant, after school tutoring will be held on Mondays and Thursdays for 30 minutes for our ESOL 1-5 students targeting reading comprehension benchmarks.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through Interim assessments and analyzed through grade level meetings to discuss effectiveness of tutoring as well as suggestions for improvement and instructional focus.

Who is responsible for monitoring implementation of this strategy?

Principal and Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Yanelys Canales	Principal
Ana Del Cristo	Assistant Principal
Ivette Carballeira	Reading Coach
Denise Algaze	Writing Coach
Jessica Hernandez	Math/ Science Coach

How the school-based LLT functions

The LLT is an integral part of the literacy reform process by building a culture of reading throughout the school. The LLT will include representation through all curricula areas to create a collaborative environment that fosters sharing and learning. The team will meet approximately 5 times per year: at the beginning of the year, following each of the three FAIR assessments and at the end of the year. They will meet to discuss issues in literacy and collaborate on strategies to target these concerns.

Major initiatives of the LLT

- Adhere to the District's Pacing Guides.
- Address curriculum issues and analyze school wide growth trends.
- Use team members to support literacy instruction.
- Utilize data to identify curriculum needs and find supplementary materials to address the needs accordingly.
- Identify topics based on curriculum trends to be researched for Learning Communities.
- Help to establish model classrooms for new teachers.
- Collaborate as a team to make instructional and programmatic decisions.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time Highly Qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three and four-year old children. Print/letter knowledge and level of phonological awareness/processing as well as social/emotional development will be assessed using the Florida Voluntary Prekindergarten (VPK) Education Program Child Progress Portfolio. At North Hialeah Elementary, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain the individual needs by administering the FLKRS to all students. All students are assessed within the areas of Initial sound and Letter naming. In addition, all Kindergarten students will be assessed three times a year using the FAIR Assessment. Parents are given a Kindergarten Parent Orientation at the beginning of the school year and standards are outlined as well as parent activities are provided in the packet. North Hialeah will establish a welcome to Kindergarten program to build partnership with local early education programs, including the in-school pre kindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with the directors of neighborhood centers to improve articulation. Minimum standards for Reading will be discussed in order to better prepare students who enter Kindergarten.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	50%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	58%	51%	No	63%
White	52%	38%	No	57%
English language learners	53%	39%	No	58%
Students with disabilities	44%	26%	No	50%
Economically disadvantaged	58%	47%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	24%	35%
Students scoring at or above Achievement Level 4	78	24%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		63%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	189	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	86	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	70	20%	28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	51	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	51%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic	62%	52%	No	66%
White	58%	38%	No	63%
English language learners	58%	42%	No	62%
Students with disabilities	44%	18%	No	50%
Economically disadvantaged	62%	49%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	21%	33%
Students scoring at or above Achievement Level 4	90	28%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		48%	53%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	25%	28%
Students scoring at or above Achievement Level 4	38	34%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		
Participation in STEM-related experiences provided for students	10	18%	22%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	76	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	31	5%	4%
Students who are not proficient in reading by third grade	59	58%	52%
Students who receive two or more behavior referrals	62	10%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Goals Summary

- G1.** The result of the 2012-2013 FCAT 2.0 Reading Test indicate that 48% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 51%.
- G2.** The result of the 2012-2013 FCAT 2.0 Writing Test indicate that 48% of the students scored at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 51%.
- G3.** The result of the 2012-2013 FCAT 2.0 Math Test indicate that 49% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 52%.
- G4.** The results of the 2012-2013 FCAT 2.0 Science Test indicate that 59% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 62%.
- G5.** Data from the 2012-2013 school year indicate that 27% of the school's activities were STEM related. Our goal for the 2013-2014 school year is to increase STEM activities by 3 percentage points to 30%.
- G6.** We understand that student academic development is correlated to student attendance. Our school will monitor the Early Warning Systems by implementing the school-wide Student Code of Conduct within the Parent Handbook.

Goals Detail

G1. The result of the 2012-2013 FCAT 2.0 Reading Test indicate that 48% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 51%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Wonderworks Reading Intervention Program
- SuccessMaker Computer Based Program
- Imagine Learning Computer Based Program
- Reading Coach
- ESOL Chair
- Wonders Reading Series
- LCD Projectors

Targeted Barriers to Achieving the Goal

- The Hispanic, White, ELL, SWD, and ED subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to limited exposure to Non Fiction Text.
- Performance data for the students scoring at Level 3 on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3: Literary Analysis Fiction/Non Fiction due to limited exposure to Non Fiction Text.
- Performance data for the students scoring at Level 4 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 4: Informational Text/ Research Process due to limited exposure to informational text.
- Students performance data from the 2013 FCAT 2.0 Reading assessment indicate that 65% of the students made learning gains.
- Students performance data from the 2013 FCAT 2.0 Reading assessment indicate that 63% of our lowest 25% made learning gains.
- Performance data from the Listening/Speaking section of the 2013 CELLA administration indicate that 55% of the students attained proficiency.
- Performance data from the Reading section of the 2013 CELLA administration indicate that 26% of the students attained proficiency.
- Performance data from the Writing section of the 2013 CELLA administration indicate that 20% of the students attained proficiency.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments- Results from 2014 FCAT 2.0

G2. The result of the 2012-2013 FCAT 2.0 Writing Test indicate that 48% of the students scored at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 51%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Coach
- Reading/Language Arts website resources

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicate that students require additional support with focus and elaboration in narrative essay writing. Students experienced difficulty in creating their topic sentence, including supporting details, relevant information. This is due to limited exposure to mature vocabulary.
- Students' performance data from the District Writing Pre-test indicate that students require additional support with focus and elaboration in expository essay writing. Students experienced difficulty in remaining focused and on topic.

Plan to Monitor Progress Toward the Goal

Following the FCIM, writing prompts will be reviewed by the LLT team in order to monitor students' progress in the identified areas of need and adjust focus for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Baseline data and Monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Test

G3. The result of the 2012-2013 FCAT 2.0 Math Test indicate that 49% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 52%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Triumph Learning Problem Solving Strategies Workbooks
- SuccessMaker Computer Based Program
- Math Coach

Targeted Barriers to Achieving the Goal

- The Hispanic, White, ELL, SWD, and ED subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions.
- Performance data for the students scoring at Level 3 on the 2013 FCAT 2.0 indicate that there is a deficiency in Number: Base Tens and Fractions.
- Performance data for the students scoring at Level 4 or above on the 2013 FCAT 2.0 indicate that there is a deficiency in Number: Base Tens and Fractions.
- Students' performance data from the 2013 FCAT 2.0 Math assessment indicate that 55% of the students made learning gains.
- Students' performance data from the 2013 FCAT 2.0 Math assessment indicate that 48% of the lowest 25% made learning gains.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Interim assessment data reports will be reviewed and teachers will adjust instruction as needed to reinforce weak skills.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interims Summative: 2014 FCAT 2.0 Math Test results

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 59% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 62%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- AIM Higher Supplemental material
- Science Coach

Targeted Barriers to Achieving the Goal

- Performance data for the students scoring at Level 3 on the 2013 FCAT 2.0 indicate that there is a deficiency in the Nature of Science benchmarks.
- Performance data for the students scoring at Level 4 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in the Nature of Science benchmarks.

Plan to Monitor Progress Toward the Goal

Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Interims Summative Assessments: 2014 FCAT 2.0 Science Text

G5. Data from the 2012-2013 school year indicate that 27% of the school's activities were STEM related. Our goal for the 2013-2014 school year is to increase STEM activities by 3 percentage points to 30%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- AIM Higher Supplemental Material

Targeted Barriers to Achieving the Goal

- In order to increase interest in the SECME club and activities, applications will be available to students in 1st through 5th grade and encouragement for participation will be provided by the Science teachers.
- In order to increase STEM activities in the classroom, teachers are encouraged to participate in the after school SECME club to learn experiments that may be brought back to their classrooms.

Plan to Monitor Progress Toward the Goal

A thorough review of formative monthly assessment data will be done to ensure progress is being made.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Science Test

G6. We understand that student academic development is correlated to student attendance. Our school will monitor the Early Warning Systems by implementing the school-wide Student Code of Conduct within the Parent Handbook.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Parent Handbook
- Student Code of Conduct

Targeted Barriers to Achieving the Goal

- Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time by 1 percentage point from 12% to 11%.
- Our school will decrease the number of students who receive two or more behavior referrals by 1 percentage point from 10% to 9%.
- Our school will decrease the number of students retained (PreK to Grade 5) by 1 percentage point from 5% to 4%.
- Our school will decrease the amount of non proficient readers in third grade by 3 percentage points from 58% to 55%.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, the team will review data and adjust strategies as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance Bulletin, Attendance Report, Referral Report, FAIR Reports, EDUSOFT Reports, 2014 FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The result of the 2012-2013 FCAT 2.0 Reading Test indicate that 48% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 51%.

G1.B1 The Hispanic, White, ELL, SWD, and ED subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to limited exposure to Non Fiction Text.

G1.B1.S1 Students will receive 30 minutes of reading intervention outside of the 90 minute reading block.

Action Step 1

Intervention- Wonder Works and Placement and Diagnostics

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Daily

Evidence of Completion

Interims, Monthly Assessments, Weekly Assessments

Facilitator:

Reading Coach

Participants:

Reading Teachers K-5

Action Step 2

Title III tutorial program provided for 80 selected ELL 1-5 students.

Person or Persons Responsible

Selected teachers

Target Dates or Schedule

After school for one hour on Mondays/Thursday

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Following the FCIM model, Interim assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Tests/ Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Follow FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Wonders McGraw-Hill Literature Series, Quizzes/Tests, Interim Assessments, 2014 FCAT

G1.B2 Performance data for the students scoring at Level 3 on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3: Literary Analysis Fiction/Non Fiction due to limited exposure to Non Fiction Text.

G1.B2.S1 Students will utilize the Successmaker computer program completing one 15 minute session daily.

Action Step 1

Students will complete one session of SuccessMaker daily using a rotation system.

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Reading coach

Target Dates or Schedule

Weekly

Evidence of Completion

Cumulative Performance Reports

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, monthly data will be reviewed and small group instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-Wonders McGraw-Hill Literature Series Assessments and Interim Assessments

G1.B3 Performance data for the students scoring at Level 4 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 4: Informational Text/ Research Process due to limited exposure to informational text.

G1.B3.S1 Students will utilize the SuccessMaker computer program completing one 15 minute session daily.

Action Step 1

Students will complete one session of SuccessMaker daily using a rotation system.

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Cumulative Performance Reports

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, monthly data will be reviewed and small group instruction will be adjusted as needed.

Person or Persons Responsible

LLt

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Wonders McGraw-Hill Assessments and Interim Assessments

G1.B4 Students performance data from the 2013 FCAT 2.0 Reading assessment indicate that 65% of the students made learning gains.

G1.B4.S1 Students will utilize the SuccessMaker computer program twice daily completing two 15 minute sessions.

Action Step 1

Students will complete two session of SuccessMaker daily using a rotation system.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker reports

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Cumulative Performance Reports

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, monthly data will be reviewed and small group instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Wonders McGraw-Hill Assessments and Interim Assessments

G1.B5 Students performance data from the 2013 FCAT 2.0 Reading assessment indicate that 63% of our lowest 25% made learning gains.

G1.B5.S1 Teachers will meet with students in small groups to reinforce individualized weak benchmarks utilizing the Wonders reading basal.

Action Step 1

Small group Instruction

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Daily

Evidence of Completion

Monthly Assessments, Weekly Assessments

Facilitator:

Language Arts Curriculum Support Specialist

Participants:

3-5 Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Following the FCIM, data will be reviewed and instruction will be adjusted.

Person or Persons Responsible

LLT

Target Dates or Schedule

Grade Level Meetings

Evidence of Completion

Student Portfolios/ FAIR data

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Interim Assessments, Wonders McGraw-Hill Reading Series

G1.B6 Performance data from the Listening/Speaking section of the 2013 CELLA administration indicate that 55% of the students attained proficiency.

G1.B6.S1 Students will be participate in cooperative learning groups to provide opportunities for role play.

Action Step 1

Students engaging in cooperative learning groups

Person or Persons Responsible

Reading/ ESOL teacher

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Assessment Data

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Classroom Observations

Person or Persons Responsible

ESOL Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Form

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, monthly data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Interim Assessments, Wonders McGraw-Hill Reading Series

G1.B7 Performance data from the Reading section of the 2013 CELLA administration indicate that 26% of the students attained proficiency.

G1.B7.S1 Students will utilize the Imagine Learning Computer program 3 times a week.

Action Step 1

Students will use the computer based program 3 times a week.

Person or Persons Responsible

Reading/ ESOL teacher

Target Dates or Schedule

3 times weekly

Evidence of Completion

Imagine Learning Reports

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

ESOL Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Imagine Learning Reports

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, monthly data will be reviewed and small group instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Wonders McGraw-Hill Assessments and Interim Assessments

G1.B8 Performance data from the Writing section of the 2013 CELLA administration indicate that 20% of the students attained proficiency.

G1.B8.S1 Students will illustrate and label key concepts when involved in writing activities as well as participate in the school-wide activities.

Action Step 1

Teacher modeling and student practice

Person or Persons Responsible

Reading/ ESOL teacher

Target Dates or Schedule

Daily

Evidence of Completion

student writing samples

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Through the FCIM model implementation of the writing process will be monitored and adjustments will be made to instruction.

Person or Persons Responsible

Writing Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Assessment Profiles

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Monthly Writing Prompts, District Writing Assessments

G2. The result of the 2012-2013 FCAT 2.0 Writing Test indicate that 48% of the students scored at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 51%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicate that students require additional support with focus and elaboration in narrative essay writing. Students experienced difficulty in creating their topic sentence, including supporting details, relevant information. This is due to limited exposure to mature vocabulary.

G2.B1.S1 During writing instruction, students will use revising/editing charts, teacher conferencing, collaborative discussions or peer editing by generating ideas from multiple sources (e.g., graphics, illustrations, and digital sources), using collaborative discussions orally building on each other's thought and ideas and using anchor papers and rubrics to model writing.

Action Step 1

Teacher modeling while students brainstorm, write rough drafts and peer edit.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Portfolios

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Following the FCIM, weekly narrative writing prompts will be scored by teachers and reviewed in order to monitor students' progress in the identified areas of need and adjust focus for instruction.

Person or Persons Responsible

Writing Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student Portfolios/ Writing Assessment Profiles

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and adjust focus for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline data and Monthly writing prompts.

G2.B2 Students' performance data from the District Writing Pre-test indicate that students require additional support with focus and elaboration in expository essay writing. Students experienced difficulty in remaining focused and on topic.

G2.B2.S1 During writing instruction, students will use revising/editing charts, teacher conferencing, collaborative discussions or peer editing by generating ideas from multiple sources (e.g., graphics, illustrations, and digital sources), using collaborative discussions orally building on each other's thought and ideas and using anchor papers and rubrics to model writing.

Action Step 1

Teacher modeling while students brainstorm, write rough drafts and peer edit.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Portfolios

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Following the FCIM, weekly narrative writing prompts will be scored by teachers and reviewed in order to monitor students' progress in the identified areas of need and adjust focus for instruction.

Person or Persons Responsible

Writing Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student Portfolios/ Writing Assessment Profiles

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and adjust focus for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline data and Monthly writing prompts.

G3. The result of the 2012-2013 FCAT 2.0 Math Test indicate that 49% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 52%.

G3.B1 The Hispanic, White, ELL, SWD, and ED subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions.

G3.B1.S1 Students will meet in small groups outside of the 60 minute mathematics instruction time to participate in the Mathematics Intervention program using Triumph Learning workbook.

Action Step 1

Teachers will meet in small groups during Spanish time to reinforce mathematics vocabulary and practice fluency in basic multiplication facts.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

3 times a week

Evidence of Completion

Interims and Go Math Classroom Assessments

Facilitator:

Math Coach

Participants:

Grades 3-5 Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Following the FCIM model, Interim assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Interim results 2014 FCAT

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, Interim assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Go Math Assessments/ Quizzes and Interims

G3.B2 Performance data for the students scoring at Level 3 on the 2013 FCAT 2.0 indicate that there is a deficiency in Number: Base Tens and Fractions.

G3.B2.S1 Students will utilize the Successmaker computer program completing one 15 minute session of math daily.

Action Step 1

Students will utilize the computer program completing one fifteen minute math session every day.

Person or Persons Responsible

Math teacher

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker reports

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Cumulative Performance Reports

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-GO Math Assessments and Interim Assessments

G3.B3 Performance data for the students scoring at Level 4 or above on the 2013 FCAT 2.0 indicate that there is a deficiency in Number: Base Tens and Fractions.

G3.B3.S1 Students will utilize the SuccessMaker computer program completing one 15 minute session of math three times a week.

Action Step 1

Students will utilize the computer program completing one fifteen minute math session three times a week.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Three times a week

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Cumulative Reports

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-GO Math Assessments and Interim Assessments

G3.B4 Students' performance data from the 2013 FCAT 2.0 Math assessment indicate that 55% of the students made learning gains.

G3.B4.S1 Students identified as Tier 2 by the Math teacher will increase their time on the SuccessMaker Computer based program to two sessions a day.

Action Step 1

Students will complete 2 fifteen minute sessions of SuccessMaker daily.

Person or Persons Responsible

Math teacher

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessment-GO Math Assessments and Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-GO Math Assessments and Interim Assessments

G3.B5 Students' performance data from the 2013 FCAT 2.0 Math assessment indicate that 48% of the lowest 25% made learning gains.

G3.B5.S1 Students identified as the lowest 25% will increase their time on the SuccessMaker Computer based program to two sessions daily.

Action Step 1

Students will complete 2 fifteen minute math sessions of SuccessMaker daily.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessment-GO Math Assessments and Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-GO Math Assessments and Interim Assessments

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 59% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 62%.

G4.B1 Performance data for the students scoring at Level 3 on the 2013 FCAT 2.0 indicate that there is a deficiency in the Nature of Science benchmarks.

G4.B1.S1 Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step 1

Teachers will learn how to create an interactive science portfolio with their students and complete GIZMO inquiries increasing rigor in science writing.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

1-2 times a week

Evidence of Completion

Science Portfolios and GIZMO reports

Facilitator:

Science Coach

Participants:

Grades 3-5 Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly assessments, 2014 FCAT

Plan to Monitor Effectiveness of G4.B1.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments/ Interims

G4.B2 Performance data for the students scoring at Level 4 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in the Nature of Science benchmarks.

G4.B2.S1 A schedule will be developed for the computer lab to allow students time to complete GIZMO inquiries and will be monitored through informal assessments and weekly notebook checks.

Action Step 1

Students will complete GIZMO inquiries in the computer lab.

Person or Persons Responsible

Science teacher

Target Dates or Schedule

Weekly

Evidence of Completion

GIZMO Reports

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments, 2014 FCAT

Plan to Monitor Effectiveness of G4.B2.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments and Interims

G5. Data from the 2012-2013 school year indicate that 27% of the school's activities were STEM related. Our goal for the 2013-2014 school year is to increase STEM activities by 3 percentage points to 30%.

G5.B1 In order to increase interest in the SECME club and activities, applications will be available to students in 1st through 5th grade and encouragement for participation will be provided by the Science teachers.

G5.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

Action Step 1

Promote activities and participation in SECME program through hands-on experiences in classroom.

Person or Persons Responsible

Science teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science Portfolios/ Journals

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Data from the District Interim Assessments will be analyzed to measure progress toward the goal.

Person or Persons Responsible

SECME Coordinator/ Science Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interims/ Quarterly Assessments, 2014 FCAT

Plan to Monitor Effectiveness of G5.B1.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interims

G5.B2 In order to increase STEM activities in the classroom, teachers are encouraged to participate in the after school SECME club to learn experiments that may be brought back to their classrooms.

G5.B2.S1 Teachers will observe SECME coordinator twice monthly to gain new and innovative instructional strategies that may be implemented in their classroom.

Action Step 1

Promote activities and participation in SECME program through hands-on experiences in classroom.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science Portfolios/ Journals

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Data from the District Interim Assessments will be analyzed to measure progress toward the goal.

Person or Persons Responsible

SECME Coordinator/ Science Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interims/ Quarterly Assessments, 2014 FCAT

Plan to Monitor Effectiveness of G5.B2.S1

Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quartely

Evidence of Completion

Formative: Interims

G6. We understand that student academic development is correlated to student attendance. Our school will monitor the Early Warning Systems by implementing the school-wide Student Code of Conduct within the Parent Handbook.

G6.B1 Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time by 1 percentage point from 12% to 11%.

G6.B1.S1 Every month the classes with 100% attendance will be announced over the CCTV and receive a popcorn party. The class with the highest average will receive the school's attendance trophy to display in their classroom.

Action Step 1

Homeroom teachers will take attendance every morning in the Pinnacle grade book before 9:00 a.m.

Person or Persons Responsible

Homeroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Bulletin

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Clerk will enter and upload attendance daily by 10:00 a.m.

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Bulletin

Plan to Monitor Effectiveness of G6.B1.S1

Attendance committee will review attendance for each classroom to identify highest classes.

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly attendance report

G6.B2 Our school will decrease the number of students who receive two or more behavior referrals by 1 percentage point from 10% to 9%.

G6.B2.S1 Counselor will provide monthly presentations for K-5 classes on positive behavior.

Action Step 1

Counselor will provide monthly positive behavior presentations to all K-5 classes.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Student Portfolios

Plan to Monitor Fidelity of Implementation of G6.B2.S1

The team will monitor behavior issues as reported by referrals.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Referral Report

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM the team will review and monitor data and adjust strategies as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Referral Report

G6.B3 Our school will decrease the number of students retained (PreK to Grade 5) by 1 percentage point from 5% to 4%.

G6.B3.S1 Low performing students will be identified and recommended for the Rtl process.

Action Step 1

Teachers will monitor students' performance and referred for Tier 2 and 3 based on their performance and progress.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Tests/ Interims/ FAIR Reports

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Counselor will review students' data and proceed with the RtI process if warranted.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Tests/ Interims/ FAIR Reports/ Assessment Profiles

Plan to Monitor Effectiveness of G6.B3.S1

After reviewing data for each identified student, the team will discuss progress or non progress and RtI implementation will be enforced.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Interims/ FAIR and SuccessMaker reports

G6.B4 Our school will decrease the amount of non proficient readers in third grade by 3 percentage points from 58% to 55%.

G6.B4.S1 Students under the 45th percentile in the FAIR will be identified and targeted for reading intervention by the reading teacher.

Action Step 1

Teacher will FAIR test students 3 times a year and identify student to participate in the Reading Wonderworks Intervention program.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

FAIR Reports/ Grade Level Tests and Quizzes

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Following the FCIM model, data will be reviewed and instruction will be adjusted.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Wonders McGraw-Hill tests, FAIR reports, Interims

Plan to Monitor Effectiveness of G6.B4.S1

Following the FCIM model, data will be reviewed and strategies will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Interims/ FAIR data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D- N/A

Title II

The District uses supplemental funds for improving basic education to North Hialeah Elementary as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

Tutorial services will be provided after school for 80 selected ESOL 1-5 students in reading targeting the school's weakest benchmarks as noted on the 2013 Reading FCAT 2.0.

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- A school based homeless coordinator will be identified to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

North Hialeah Elementary School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

North Hialeah Elementary addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Nutrition Programs

- 1) North Hialeah Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education-N/A

Job Training- N/A

Other- N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The result of the 2012-2013 FCAT 2.0 Reading Test indicate that 48% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 51%.

G1.B1 The Hispanic, White, ELL, SWD, and ED subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to limited exposure to Non Fiction Text.

G1.B1.S1 Students will receive 30 minutes of reading intervention outside of the 90 minute reading block.

PD Opportunity 1

Intervention- Wonder Works and Placement and Diagnostics

Facilitator

Reading Coach

Participants

Reading Teachers K-5

Target Dates or Schedule

Daily

Evidence of Completion

Interims, Monthly Assessments, Weekly Assessments

G1.B5 Students performance data from the 2013 FCAT 2.0 Reading assessment indicate that 63% of our lowest 25% made learning gains.

G1.B5.S1 Teachers will meet with students in small groups to reinforce individualized weak benchmarks utilizing the Wonders reading basal.

PD Opportunity 1

Small group Instruction

Facilitator

Language Arts Curriculum Support Specialist

Participants

3-5 Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Monthly Assessments, Weekly Assessments

G3. The result of the 2012-2013 FCAT 2.0 Math Test indicate that 49% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 52%.

G3.B1 The Hispanic, White, ELL, SWD, and ED subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions.

G3.B1.S1 Students will meet in small groups outside of the 60 minute mathematics instruction time to participate in the Mathematics Intervention program using Triumph Learning workbook.

PD Opportunity 1

Teachers will meet in small groups during Spanish time to reinforce mathematics vocabulary and practice fluency in basic multiplication facts.

Facilitator

Math Coach

Participants

Grades 3-5 Teachers

Target Dates or Schedule

3 times a week

Evidence of Completion

Interims and Go Math Classroom Assessments

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 59% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 62%.

G4.B1 Performance data for the students scoring at Level 3 on the 2013 FCAT 2.0 indicate that there is a deficiency in the Nature of Science benchmarks.

G4.B1.S1 Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

PD Opportunity 1

Teachers will learn how to create an interactive science portfolio with their students and complete GIZMO inquiries increasing rigor in science writing.

Facilitator

Science Coach

Participants

Grades 3-5 Teachers

Target Dates or Schedule

1-2 times a week

Evidence of Completion

Science Portfolios and GIZMO reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The result of the 2012-2013 FCAT 2.0 Reading Test indicate that 48% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 51%.	\$9,300
G3.	The result of the 2012-2013 FCAT 2.0 Math Test indicate that 49% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 52%.	\$671
Total		\$9,971

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
EESAC	\$800	\$0	\$800
Principal's Account	\$671	\$0	\$671
Title III grant	\$0	\$8,500	\$8,500
Total	\$1,471	\$8,500	\$9,971

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The result of the 2012-2013 FCAT 2.0 Reading Test indicate that 48% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 51%.

G1.B1 The Hispanic, White, ELL, SWD, and ED subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to limited exposure to Non Fiction Text.

G1.B1.S1 Students will receive 30 minutes of reading intervention outside of the 90 minute reading block.

Action Step 2

Title III tutorial program provided for 80 selected ELL 1-5 students.

Resource Type

Personnel

Resource

Title III grant awarded for eight teachers to tutor on Mondays and Thursdays in reading after school.

Funding Source

Title III grant

Amount Needed

\$8,500

G1.B5 Students performance data from the 2013 FCAT 2.0 Reading assessment indicate that 63% of our lowest 25% made learning gains.

G1.B5.S1 Teachers will meet with students in small groups to reinforce individualized weak benchmarks utilizing the Wonders reading basal.

Action Step 1

Small group Instruction

Resource Type

Evidence-Based Program

Resource

LCD Projectors

Funding Source

EESAC

Amount Needed

\$800

G3. The result of the 2012-2013 FCAT 2.0 Math Test indicate that 49% of the students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase the number of students at proficiency by 3 percentage points to 52%.

G3.B1 The Hispanic, White, ELL, SWD, and ED subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions.

G3.B1.S1 Students will meet in small groups outside of the 60 minute mathematics instruction time to participate in the Mathematics Intervention program using Triumph Learning workbook.

Action Step 1

Teachers will meet in small groups during Spanish time to reinforce mathematics vocabulary and practice fluency in basic multiplication facts.

Resource Type

Evidence-Based Program

Resource

Strategies for Success Math Problem Solving

Funding Source

Principal's Account

Amount Needed

\$671